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ABSTRACT

Alaska Goals 2000 is part of a coordinated, statewide effort to improve public education for all students in Alaska. In 1997-1998, 90% of Alaska's federal funding was used to fund grants to local school districts, and 10% was used to fund state-level activities through the Alaska Department of Education. During 1997-1998, curriculum frameworks and related resource kits were completed for skills for a healthy life, and standards for culturally responsive skills were developed and disseminated. Overall, efforts continued on developing performance standards and assessments for grades 3, 6, and 8, and student performance standards for high school reading, writing, and mathematics were approved. Alaska educators were given access to training and materials for curriculum development to integrate academic, occupational, and employability skills. Considerable work was done to develop professional standards, school excellence standards, and family, school, business, and community networks. Advances were made in the use of integrated technology in Alaska's schools. A summary of the school improvement activities of each of 28 school districts is included. (SLD)

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ED 445 104

Improving Student Achievement in Alaska

Alaska Goals 2000

Annual Report
1997-98

K. R. Crane

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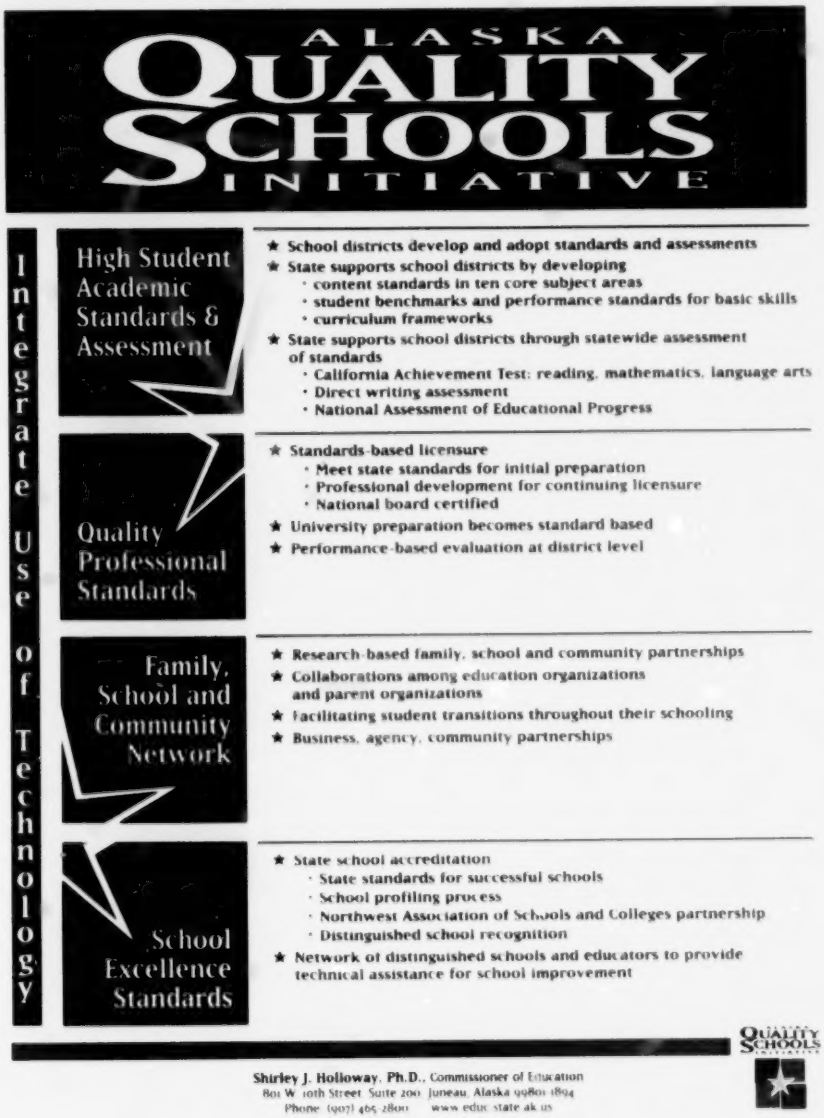
June 30, 1998

Guiding Vision for Public Education in Alaska

Alaskans envision a public school system controlled by the public that will graduate world-class students who will:

- communicate effectively,
- think logically and critically,
- discover and nurture their own creative talents,
- possess essential vocational and technological skills,
- be responsible citizens,
- be committed to their own health and fitness, and
- accept personal responsibility for sustaining themselves economically.

1994 Alaska Education Regulations, Title 4, Chapter 4, Section 020


ALASKA
QUALITY SCHOOLS
INITIATIVE
Integrate Use of Technology
High Student Academic Standards & Assessment
★ School districts develop and adopt standards and assessments
★ State supports school districts by developing
· content standards in ten core subject areas
· student benchmarks and performance standards for basic skills
· curriculum frameworks
★ State supports school districts through statewide assessment of standards
· California Achievement Test: reading, mathematics, language arts
· Direct writing assessment
· National Assessment of Educational Progress
Quality Professional Standards
★ Standards-based licensure
· Meet state standards for initial preparation
· Professional development for continuing licensure
· National board certified
★ University preparation becomes standard based
★ Performance-based evaluation at district level
Family, School and Community Network
★ Research-based family, school and community partnerships
★ Collaborations among education organizations and parent organizations
★ Facilitating student transitions throughout their schooling
★ Business, agency, community partnerships
School Excellence Standards
★ State school accreditation
· State standards for successful schools
· School profiling process
· Northwest Association of Schools and Colleges partnership
· Distinguished school recognition
★ Network of distinguished schools and educators to provide technical assistance for school improvement
QUALITY SCHOOLS

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Alaska
GOALS 2000

State Level Activities

July 1, 1997 - June 30, 1998

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Improving Student Achievement in Alaska

Alaska Goals 2000 is part of a coordinated, statewide movement to improve public education for all students in Alaska. Activities that take place under Alaska Goals 2000 and the Alaska Quality Schools Initiative are built around specific goals developed by parents, educators, business people and community members in statewide and local improvement plans. Hundreds of Alaskans served on committees, panels, and task forces to develop these plans. Thousands of educators, parents, community members, business leaders, and other Alaskans continue to influence how the plans are carried out, shaping the face of education in Alaska for the benefit of young people throughout the state.

During 1997-98, Alaska's allocation for Goals 2000 federal funding was $2,012,267. Ninety percent of the allocation ($1,811,041) was used to fund grants to local school districts. Ten percent of the allocation ($201,226) was used to fund state-level activities through the Alaska Department of Education.

Student Academic Standards and Assessment

During 1997-98 curriculum frameworks and related resource kits were completed for skills for a healthy life.

Alaska Native educators developed Alaska Standards for Culturally Responsive Schools. The standards focus is upon recognizing the importance of the physical and cultural environment surrounding students, and teaching and learning through local culture as a foundation for all education. Curriculum resources and technical support are provided through the Alaska Native Knowledge Network and its web site at the University of Alaska Fairbanks.

This year department staff worked with representatives of several state and national organizations to draft performance standards for students in geography and science. The development of standards for science is being sponsored by the Alaska Rural Systemic Initiative, a project of the Alaska Federation of Natives, the University of Alaska, and the National Science Foundation. The development of geography standards is being supported by the National Geographic Society and the Alaska Geographic Alliance.

The department, with help from the University of Alaska Anchorage, made all the curriculum frameworks broadly accessible to teachers on the department's web site, http://www.educ.state.ak.us.

Five school districts volunteered to work with the department on ways of teaching students to new statewide standards. This Standards 5 Group, which included Bristol Bay, Dillingham, Petersburg, Skagway, and Sitka school districts, collaborated on curriculum alignment, staff training, assessment, and instruction—all in relation to statewide standards.

During 1997-98 efforts continued on developing performance standards and assessments for Alaska students in grades 3, 6, and 8. Developing standards for student achievement at these key grade levels, or benchmarks, will help prepare students for the High School Graduation Qualifying Exam mandated by the Alaska legislature beginning in 2002. Assessing students' achievement at these early grade levels will help assure that students are progressing toward successful completion of this exam well in advance of their high school years.

In June 1998 the State Board of Education approved student performance standards for reading, writing, and math at the high school level, the fourth benchmark. Standards for the other three levels are being refined and are scheduled to be submitted for approval in early 1999.

Through membership in the 28-state Curriculum Integrator Consortium, the department gave Alaska educators access to training and materials for developing curriculum that integrates academic, occupational, and employability skills. Training was made available at a three-day summer institute, and through the Curriculum Integrator Standards database on the department web page, educators had access to curriculum prototypes, standards, examples, and other information that could be used for adapting materials locally. A cadre of Alaska educators was trained to serve as resources to school districts and colleges.

In April 1998 participants from 19 local partnerships representing 85% of the Alaska student population worked in teams at the Alaska School-to-Work Sustainability Institute to plan how School-to-Work can help students achieve high standards in academics, career standards, and lifelong learning. The School-to-Work initiative also supported drafting of employability standards to be submitted to the State Board of Education in fall 1998.

Quality Professional Standards

In 1997-98 a Teacher Education Advisory Commission was formed. The commission includes representatives of teachers, principals,

superintendents, school board members, parents, Native organizations, and teacher training institutions. Its task will be to plan how to improve teacher preparation programs in Alaska in relation to state and national standards. The State Board of Education also directed the department to establish a partnership with the National Council for Accreditation of Teacher Education (NCATE) applying NCATE unit and program standards for approval of teacher preparation programs.

The State Board of Education adopted several new standards for teacher licensing and certification. These included the following:

- Both teacher and administrator certification will require an institutional recommendation based upon meeting entry level professional standards.
- Endorsements will be required in specific content areas for those teaching high school.
- Minimum scores on Praxis I, a test of reading, writing, and math skills, will be required for candidates to qualify for an initial teaching certificate.
- Minimum scores on the School Leader Licensure Assessment will be required for administrative certification beginning in 1999.

A portfolio assessment system was drafted for movement from initial to continuing certification. It will be reviewed by the Professional Licensure Advisory Committee and then submitted to the State Board of Education for approval.

Advanced certification was established based on certification requirements of the National Board for Professional Teaching Standards.

Requirements for certification renewal are also being revised. Rather than any six qualifying semester hours of credit, recertification will require a Professional Development Plan showing how continuing education activities are moving a certificate holder toward better meeting professional standards. A handbook to explain this process was developed in 1998 and will go to the Professional Licensure Advisory Committee for review. It will be submitted to the State Board of Education adoption in 1999. Department approval of district inservice days for recertification credit will be tied to professional standards.

Family, School, Business, and Community Networks

As of the 1997-98 school year, the Alaska School-to-Work initiative had invested $5.8 million in the first three years of building a statewide system to ensure that all students transition successfully from school to the world of work and lifelong learning. Thirty local partnerships were funded. One partnership is a consortium of three school districts who have pooled resources to save on costs. One is a consortium of two school districts, the University of Alaska Southeast in Sitka, and Sheldon Jackson College.

The Alaska School-to-Work initiative arranged labor market information and career decision-making workshops for School-to-Work partnerships in six communities. The workshops covered employer involvement, apprenticeship connections, family involvement, and contextual learning. Monthly coordinator teleconferences connected schools with workforce development centers, and discussed such topics as safe, healthy, legal workplaces, and welfare reform.

Thirty-two of Alaska's 53 school districts now participate in School-to-Work partnerships, reaching more than 90% of all Alaska students. Expanding partnerships included working with the Western Alaska Fisheries Development Association and a consortium of seafood industry officials to plan ways of preparing students for high-skill, high-wage jobs. To promote parent and family involvement 2,000 copies of Susan Quattrochiocchi's book *Giving Alaska's Children Hope and Skills for the 21st Century* were distributed, and workshops were conducted using those principles.

School Excellence Standards

Standards for Quality Schools were revised and sent out for public comment. In March 1998 the State Board of Education adopted the standards as Alaska Standards for State Accreditation of Schools. The department continued to work with the Northwest Association of Schools and Colleges to determine how Alaska standards can be coordinated with Northwest standards.

Passage of legislation in SB 36 mandates that by July 1, 2000 school districts will be required to send information for the Alaska Report Card at the individual school level, rather than aggregated by school district. The department convened a committee to plan for this transition. The committee includes representatives of urban and rural schools, teachers, superintendents, and assessment directors. The new report card is scheduled to be compiled by 2001.

The department continued to assist with planning and implementation of charter schools to expand the choices in schooling available to Alaska students. This year three more charter schools were approved by the State Board of Education. Operated as public schools within school districts, charter schools are designed by community members, parents, and teachers for particular purposes and groups of students. Among those approved this year were schools focused in such areas as technology and scientific research, athletics, and math/science/reading, musical literacy, and foreign languages.

Use of Integrated Technology

The department continued to allow districts to apply for funding to support integrated technology under several grant programs, including Alaska Goals 2000. This allowed districts to acquire hardware and technology services, and to train teachers and other school staff in uses of technology to improve student achievement. By the 1997-98 school year, an estimated 92% of Alaska schools had connected to the Internet, and connections for other schools were being planned or implemented.

The State Library Electronic Doorway (SLED) continued to give Alaskans using public and school libraries access to the catalog listings of major library collections and a variety of periodical indexes. Many libraries provided access to the Internet and training in how to use it. The University of Alaska Distance Learning program continued to offer courses to learners in remote locations throughout the state.

The student information database that was piloted last year for the On-Line Alaska School Information System (OASIS) was completed and installed at the department this year. Systems for coordinating school district data in other categories such as staff, programs, and finance will now be developed. The department also is using its web page to further streamline electronic record keeping and data exchange. School districts can now download data reporting forms, complete them online, and return them electronically through the Internet.

The department continued to work with other government agencies such as the Governor's Telecommunication Information Council to support technology planning in communities and to help establish stable funding sources for educational technology. Teacher training and professional development in technology continued to receive major attention.

Alaska
GOALS 2000

School District Activities

July 1, 1997 - June 30, 1998

Goals 2000 legislation specifies that at least 90 percent of the funds received by each state must be used for competitive subgrants to local school districts. Alaska's Goals 2000 Comprehensive State Improvement Plan also states as one of its guiding principles that "school districts, with support from the state, must chart their own path to excellence."

For school year 1997-98 the department used a competitive grant process to award subgrants to school districts in planning and implementation of local education reform, and professional development. Fund awards were capped at $100,000 for the first year that a district received funding and $75,000 for the second or third year that a district receives funding. To allow time for advance planning and implementation of plans, funds awarded under a grant for any year could be spent over a period of two years.

The 1997-98 year-end report asked districts to report on their progress in meeting each of the goals in their Goals 2000 local improvement plans and in increasing student learning. Districts were asked to report on progress in the five areas related to the Quality Schools Initiative. Their reports included both activities funded by Goals 2000 and projects supported by other means.

The following highlights are selected from school district reports for fiscal year 1997-98.

Alaska Gateway School District

Funds expended $52,954

Student Academic Standards and Assessment

The district goal was to focus on preparing children to enter kindergarten ready to learn. The district contracted with the regional Head Start program to provide early childhood education in Tok, Mentasta, and Tetlin. The district operated its own pre-school program in Northway. Getting our children ready for school is an ongoing process. We need to develop an assessment tool that will measure how well we are doing, and what we could do better to get them ready for school.

A committee of teachers developed math benchmarks for students in kindergarten through 12th grade. Following training and a districtwide inservice, we began development of our own benchmarks based on needs specific to Alaska Gateway School District.

Quality Professional Standards and Evaluation

Beginning in fall 1997 all district administrators were trained in using the evaluation standards with their teachers. The standards were used twice throughout the year with non-tenured teachers and once with tenured teachers. The district also provided and elementary teacher and speech therapist to assist the early childhood learning coordinator of the Head Start program in developing benchmarks for pre-school age children.

School Excellence Standards

The district expanded use of the CAT-5 testing from 4th, 8th, and 11th grades to all grades. Those students who scored in the bottom quartile will receive extra help.

Local Goals in Other Areas

A hot lunch program is available for all students in Northway and Mentasta, and a breakfast program has been implemented in Tok. Anecdotal evidence indicates that younger children are doing better and are more prepared for a day of learning.

Alyeska Central School

Funds expended $44,041

Student Academic Standards and Assessment

Goals 2000 funding provided staff the opportunity to develop seven new courses, three of which are completely online and one which will be available on CD. By developing partnerships with other schools we hope to allow others to offer this type of distance education to all students at a reduced cost of development.

Quality Professional Standards and Evaluation

Fifteen teachers attended workshops and conferences on standards implementation. Four new courses have been cross-referenced with individual standards. Eleven courses are in the process of adding a cross-referenced index page showing where each standard is addressed with activities. A number of older courses are being rewritten to incorporate the standards.

Family, School, Business, and Community Network

In order to provide on-site support for home teachers and school districts where there are groups of Alyeska School students, we worked with the parent advisory group to draft a plan for contracting teaching services in these areas. The plan is scheduled to be completed in January 1999 and implemented beginning in summer 1999.

Integrated Use of Technology

We developed and began implementing a comprehensive plan that integrates technology into daily teaching practices. Through a partnership with the University of Alaska Southeast (UAS), Alyeska students will be able to sign up for a UAS online class and receive Internet access for one year. Training sessions were provided for teachers, and student enrollments in online courses will be monitored.

Annette Island School District

Funds expended $70,000

Student Academic Standards and Assessment

With funds from Goals 2000, we are training staff on measurable academic performance standards. The Alaskan frameworks will be used to assist teachers through the process of aligning our performance standards with those of the state.

Quality Professional Standards and Evaluation

Six inservice sessions with elementary and one session with middle and high school staffs helped to increase the expertise of all staff in the use of technology to support curriculum. Individual instruction was also provided for teachers.

Family, School, Business, and Community Network

We have had our most successful efforts at parent involvement in the past five years. Parents have been brought into the school as aides, learning skills which apply at home and thus strengthening the school-home bond. Parent involvement is also achieved through the Elementary Parent Teacher Committee. A Community Education/Economic Council is working with the Board of Education on ways for the village to be self-sufficient.

School Excellence Standards

All three schools are accredited by the Northwest Accreditation Association.

Integrated Use of Technology

In order to reach the objective of enabling teachers to use technology effectively in helping students meet and exceed core area performance standards, equipment was purchased to achieve classroom Internet instruction and home-to-school computer access. Eight laptop computers were put into service to allow students to engage in learning activities while on school trips or absent due to illness.

Laptops were also utilized by staff members to practice and continue their training activities at home. Internet connectivity was provided to all classrooms in the district.

Bering Strait School District

Funds expended $67,248

Student Academic Standards and Assessment

Mastery Learning training was provided for 57 teachers and 21 administrators. Dimensions of Learning training was provided for 21 administrators who then trained the teaching staff. Three Performance Assessment Committees completed performance assessments for grades 3-5, 6-8 and 9-12, giving us a full contingent of performance assessments in reading, language arts, mathematics, science and social studies. (PK-2 performance assessments were developed last year.)

Quality Professional Standards and Evaluation

Fifteen principals were trained to use our new evaluation instruments for certified personnel. All teachers received instruction on the new device.

Family, School, Business, and Community Network

We have had two training sessions for 17 parent liaisons at all fifteen school sites. Several parent liaisons have given training to the parents and community organizations at their schools. We set up a computer station in each school in a place designated as a Parent Corner. We also contributed to *Helping Kids Succeed—Alaskan Style*, published by the Alaska School Board Association.

School Excellence Standards

A database for use in grades PK through 2, coinciding with the first level of our standards and benchmarks, was developed and will allow us to track student progress through the 2nd grade.

Integrated Use of Technology

Fourteen out of 15 schools are wired for network capability as wide area networks. The Technology Steering Committee developed technology and Internet guidelines. A company was found to develop the database we want.

Continued Planning and Dissemination

All 15 principals have made assignments for the implementation of actions plans that were developed at each site last year.

Chugach Schools

Funds expended $67,248

Student Academic Standards and Assessment

All certified staff took part in 10 days of training in implementing student performance standards in all 10 content areas. Thirty percent of certified staff took part in an additional 13 days of professional development to ensure the district's alignment with state standards and to develop additional assessment instruments. We also developed a standards-based report card (competency-based diploma).

Quality Professional Standards and Evaluation

We developed and are using an instrument for evaluating teacher performance in terms of implementation of student performance standards and meeting the needs of students.

Family, School, Business, and Community Network

We saw an increase in meaningful family and community involvement, which assists students and staff in a wide range of ways. Business partnerships have increased by 25%. We have established a private sector evaluation team made up of nine members from large and small companies to provide feedback on school reform and performance.

Integrated Use of Technology

All our staff and students received training in common technological functions such as keyboarding, word processing, databases, and spreadsheets. Technology was also used as a tool for broad-based instruction. Due to our bush location, which means we have power surges and inability to provide Internet services, this has been quite a challenge. We have made good progress, and we will continue to improve.

Continued Planning and Dissemination

All levels of student monitoring, performance recording, and record maintenance have been revised to ensure accurate dissemination of the results of reform in our district.

Copper River Schools

Funds expended $36,952

Student Academic Standards and Assessment

The Central Curriculum Steering Committee received training in strategic planning for curriculum development and writing the plan for language arts, science/math, vocational education, and world

languages. Emphasis was on integrating technology and school-to-work principles. A language arts curriculum has been completed using state standards, benchmarks, and assessments. Both certified and classified staff also received training on integrating the Internet into instruction; using the technology management system to keep attendance and track student grading; and using email to share ideas and good instructional practice throughout the district. Installation of a 35-inch web TV in each school gave teachers the opportunity to use the Internet for teaching whole classes at a time.

Quality Professional Standards and Evaluation

Certified and classified staff received training in improving reading instruction and using assessments to improve instruction in language arts, with an emphasis on reading and writing. Teachers also received training in two methods of assessing students, the San Diego Quick Assessment and the Durell. In keeping with our local goals, a new evaluation instrument for certified teachers was implemented in fall 1997. Classified staff worked with the administration to develop a new evaluation instrument for classified staff as well.

School Excellence Standards

The district has established an agreement with Prince William Sound College to provide students with vocational/school-to-work training in a course called Wheels of Learning. Students will receive on-site training, credit, and certification for careers after high school. High school labs have been updated, and instruction for students includes multimedia programs and research tools. As part of local goals, we have developed a five-year needs assessment for facilities, staff, and maintenance.

Family, School, Business, and Community Network

We established a business planning partnership with Alyeska this year, and PTAs provided more than 10 scholarships for seniors to further their education. More than 50 volunteers spend time in our classrooms and help with extra-curricular activities.

Integrated Use of Technology

The Internet is now available on all teacher and student computers. Courses are being delivered at our smaller high school in Kenny Lake via interactive video. School board meetings and committee meetings use the ITV for communication when long distances are involved.

Continued Planning and Dissemination

We continue to publish a district report card and a monthly district newsletter that addresses our goals and progress. This is in addition to

ongoing activities such as school newsletters, parent meetings, and communication with community members and groups.

Cordova City Schools

Funds expended $68,564

Student Academic Standards and Assessment

Among the programs provided this year to meet the needs of all students were summer school in math, reading, and computer skills for grade 3-8, a partial-day alternative school, and Native Institute, an elective high school class focusing on Native history, culture, and arts. We are integrating technology into the curriculum with installation of new computers, Internet connections at both schools, and initiation of a village area network among schools, the library, the college, and city hall.

As part of our plan to establish a volunteer system for fine arts, several parent volunteers started a choir program during high school lunch hour, a French class is offered before school, and a drama class, with credit, was established. Volunteer dance/drill teams have been very successful. To bring our curriculum into compliance with Quality Schools, we adopted language arts and math standards, established 8th grade competency benchmarks, and adopted new graduation requirements and exit goals. An electronic portfolio program has been established for students in grade 4-6, and we implemented writing assessment in grades 3-12.

Quality Professional Standards and Evaluation

Staff members and some community members attended a week-long technology institute in August to develop lesson plans for the first nine weeks of school. Many people posted their units to the district web site. We have also established a Technology Tuesday program for staff.

School Excellence Standards

We established an algebra benchmark for 8th grade beginning with the 1998-99 school year. All high school students will be required to take and pass algebra prior to the end of 10th grade. An integrated phonics curriculum was adopted as parallel to and separate from language arts in kindergarten through 3rd grade. Parental and community input will be included in evaluations for certified, classified, and administrative personnel.

Continued Planning and Dissemination

Besides other activities, students in technology class videotape basketball games and broadcast them over local cable TV. Students hope to start a local broadcast of school news.

Delta-Greely School District

Funds expended $33,075

Student Academic Standards and Assessment

The district School Board adopted the Alaska Content Standards for Students in October 1998. Since then our curriculum management committee has met to set curricular priorities and prepare for long-term curriculum realignment. District evaluations have been completed using standardized assessments, the School Report Card, a needs assessment profile, and site-based subject area evaluations. We received a grant from the Math and Science Consortium for Northwest Schools to being working on math and science standards and assessments, and we held public meetings and forums to educate community members about content standards. Staff development has concentrated on strategic planning, which includes development and implementation of a new kindergarten through 12th grade curriculum based on the Alaska Content Standards with appropriate benchmarks and assessments.

Quality Professional Standards and Evaluation

A committee of community members, parents, school board members, teachers, students, administrators, and association representatives has met to discuss and formulate a new evaluation document based on the state performance standards for teachers. Public hearings were held on the new document in spring, and it will be piloted during the 1998-99 school year.

Family, School, Business, and Community Network

Our district continues to act to improve communication and family involvement in our school through newsletters, use of the local radio and newspaper, public forums, committee memberships, and invitations to community members to participate in inservices, especially strategic planning.

Integrated Use of Technology

This year the district bought new hardware for classrooms and labs, provided instruction for teachers, provided limited network access to some classrooms, and began standardization of classroom management districtwide with MacGrade and MacSchool. High

school students had the opportunity to take classes beyond the curriculum through the Internet.

Denali Borough Schools

Funds expended $65,000

Student Academic Standards and Assessment

We improved remote access in all three attendance areas so students and parents have been able to support learning at home with direct links to the wide area network and the Internet. Students at Tri-Valley School developed electronic portfolios and resumes that demonstrate mastery of the Alaska Content Standards. Students have made multimedia presentations at public meetings and other events, and they are used as technology consultants and web page designers by local small business enterprises. The district will continue to infuse high academic standards and alternative assessment models throughout the curriculum at all grade levels.

Quality Professional Standards and Evaluation

Teacher inservice time was devoted to aligning the local curriculum with Alaska Content Standards. The technology specialist spent time at all three schools on a regular basis training teachers in infusion of technology throughout the curriculum. Student teachers placed in our schools are expected to devote approximately 20% of their internship time working with the technology specialist and students in the computer lab.

School Excellence Standards

Our schools are encouraged to identify and address improvement needs when developing their annual school goals and objectives. Teachers are encouraged to seek out professional development opportunities that lead to schoolwide improvements.

Family, School, Business, and Community Network

Remote access to the school's local area network and the Internet has increased family involvement in school/homework assignments after hours, as well as increasing community and business involvement in the school. The School-to-Work program has also established business and agency partnerships. Students have been involved with Denali National Park, Golden Valley/Healy Clean Coal Project, Usibelli Coal Mine, and Clear Air Force Station. We have had positive feedback from the community about student visits and participation.

Fairbanks North Star Borough Schools

Funds expended $62,177

Student Academic Standards and Assessment

Our school board adopted a resolution supporting a standards approach to curriculum, instruction, and assessment in late May. We adopted a new kindergarten through 12th grade language arts curriculum based on Alaska Content Standards in Language Arts; administered performance-based writing assessment in grades 5, 7, and 10; and are revising our math curriculum based on Alaska math standards. We are revising our vocational education curriculum using locally-validated industry standards, and integrating academic standards within that curriculum.

Quality Professional Standards and Evaluation

Our School Board adopted state performance standards for teachers and administrators and developed key evaluation and professional development instruments based on those standards. These will be implemented next school year, with extensive training for administrators and teachers on their use. Evaluation documents for specialists such as counselors and speech pathologists need to be developed.

School Excellence Standards

Four district high schools began a new accreditation process using Alaska Quality Schools standards and a school improvement model developed through the National Study on School Evaluation. (This is in association with the Northwest Association of Schools and Colleges.)

Family, School, Business, and Community Network

The district developed a comprehensive family/community involvement plan and has a full-time Partnership 2000 coordinator working with 29 schools. We continue to add business to our school/business partnership program, and the School-to-Work program expanded to an additional school.

Integrated Use of Technology

We have wired additional classrooms for technology and trained teachers in all 30 schools in its instructional uses. All teachers trained through technology workshops are required to create a least one unit of practice to be used with their students. These are then added to the district's technology framework.

District Educational Reform

Goals 2000 funding helped us pursue a number of district goals for educational reform. These included building family and school partnerships to help children succeed in school and in later life, and creating school site councils to promote shared decision-making. As a direct result of this grant, media coverage of our schools increased. A five-part series highlighting how the community invests in youth ran during February. In addition, four feature articles and several editorial and television news pieces covered various activities related to Partnership 2000. These help create the community expectation of parents and community investing in education as partners with schools. In cooperation with the University of Alaska Fairbanks we also provide preservice training in technology for student teachers and university students in education methods courses.

Hydaburg City Schools

Funds expended $70,571

This year we provided staff training on benchmarks and standards, assessment, including portfolio assessment, standardized tests and their scores, qualitative and quantitative assessment, and other types of formal and informal assessment. We began implementing and further developing the standards written in 1996-97, and all teachers used integrated thematic units by the end of the first semester. In the first year of our experiential school, discipline reports dropped by 25%, and four students who had previously dropped out of school returned because of the program. The experiential school curriculum is being developed to fit the local instructional needs of the students, their local interests, and the economy and ecology of Prince of Wales Island.

Iditarod Area School District

Funds expended $32,000

Student Academic Standards and Assessment

We provided intensive inservice for all new teachers on the core academic standards developed by the Alaska Department of Education and adopted by the local school board. Faculty at each site received training in the Alaska State Content Standards; various assessment tools were discussed; and alternative assessments were demonstrated. We discussed standards throughout the year at curriculum meetings and recommended continuums in math, writing, and reading, which the local school board adopted.

Professional Standards and Instructional Improvement

Among professional development offered this year were: training for non-certificated aides in Reading One-to-One, which will be used to remediate young readers in grades kindergarten through 6; Formula Three, a Reading-Spelling-Learning program piloted at three sites; Covey's Seven Habits Leadership Training for all principals; and the eight-day First Steps Developmental Continuum Training. The Alaska Rural Educator Preparation Partnership (REPP) was instituted this year. All principals and principal/teachers have been assigned to clinically supervise all instructional staff and work with them to create professional development plans. The district conducted a kindergarten through 3rd grade writing assessment based on Vicki Spandel's *Seeing With New Eyes*. A new kindergarten through grade 12 writing assessment rubric is now a part of each student's cumulative record.

School Improvement Standards

McGrath School and Takotna Training Center Charter School and Community School have been accredited and are continuing with their improvement goals related to that process. Five schools are working in the Alaska Onward to Excellence process and will use that strategic planning model to ascertain their strengths, weaknesses, needs and goals with parent, student, community, and educator input. Our goal is to build a core of teachers at each site who will maintain teaching practices appropriate to our students despite high teacher turnover.

Family, Community, and Business Partnerships

Our School-to-Work effort has brought many people together from throughout the district. People want our schools to provide students with an awareness of the opportunities in the world and a foundation of skills to access these opportunities, whether they are in the villages or "outside."

Integrated Use of Technology

We produced a multi-year technology plan that outlines hardware and software standards, a networking plan, and an inventory of what exists and is needed. We realize teachers will need training to ensure that technology will be integrated into the fabric of teaching and learning.

Dissemination of Results of Educational Improvement

We provided our local school board with a document delineating with statistics and graphs test results throughout the district over the last 10 years. This was in addition to the report card to the public and information distributed through various programs.

Juneau Borough Schools

Funds expended $61,673

Student Academic Standards and Assessment

During 1997-98 the science and skills for healthy life curriculums were revised to reflect the state standards. We significantly increased the number of options for extended learning during winter and spring break and over the summer. We continued to refine the Student Collaboration Teams (SCOTS) process at the elementary level and implemented it at the middle school level to support students struggling to meet standards.

One elementary school used science/art mentors, integrating art and science inquiry. The project culminated in a student performance that was measured against state and local performance standards and curriculum. And at the high school two teams of teachers collaborated to pilot a program that integrates academic and vocational standards.

Quality Professional Standards and Evaluation

The certified staff evaluation system and accompanying forms, including student, peer, parent, and other administrator input, were fully implemented during this school year. All applicants for certified staff positions within the district completed a self-assessment. We reviewed the evaluation process using the Quality Schools indicators as a guide, and five schools developed new teacher mentorship programs matching inexperienced teachers with experienced ones.

School Excellence Standards

Schools developed, revised, or recommitted to consistent, building-wide codes of conduct to improve school climate and relationships. Teachers used professional release time to do peer observations and attend training to help promote instructional strategies that align with standards. Several schools provided conflict resolution and peer mediation training to staff, students, and parents.

Family, School, Business, and Community Network

Each school in Juneau continues to implement a parent involvement plan, as per Board policy. Parent involvement sections have been added to school and district web pages, a database of community volunteers has been updated and disseminated, and parents, businesses and community were extensively involved as volunteers in the School Board's 1997-98 Early Literacy Initiative. Three schools cited new partnerships with local businesses, and parent volunteer coordinators in every elementary school did special outreach to

disadvantaged and minority families to increase their volunteerism in school.

Integrated Use of Technology

A new management information system provides easier access to student performance and other data. Core standards information was made available to staff and the community on our web page. Nine schools developed technology support teams to assist with assessment and design of in-building technology training and support for staff.

Kashunamiut School District

Funds expended $6,422

Student Academic Standards and Assessment

Computer assisted instruction and the six-trait writing process have been implemented across the curriculum. Six inservice sessions on curriculum alignment were held, with 22 teachers attending.

Family, School, Business, and Community Network

School-To-Work is in its first year of operation and 12 students are in STW placements. The School-Family Compact was instituted. Alaska Onward to Excellence, begun in 1996, continues.

Integrated Use of Technology

Two computer labs have been started. The transition program is fully utilizing computer applications for lower elementary grades. A three-year Technology Plan has been written and adopted. Needs of all staff have been assessed and peer tutoring is occurring.

Dissemination of Results of Educational Improvement

Every month, parents receive a summary of student performance as assessed by the Computer Assisted Instruction program.

Kenai Peninsula Borough School District

Funds expended $62,113

Student Academic Standards and Assessment

The district School Board has adopted new science, fine arts, and math curriculums based on state standards, and implementation has begun. We identified our 13 multi-graded schools as having special needs. Goals 2000 funds enabled their staffs to study multi-age education and its best practices, with a focus upon standards-based education. Through peer monitoring, peer coaching, book talks, and individualized site plans, 131 teachers were prepared to culminate their studies at the Alaska state Multi-Age Institute in August 1998.

Quality Professional Standards and Evaluation

The district uses the Alaska Standards for Teachers as a basis for all professional development activities. Professional standards and instructional improvement are regularly monitored by both administrative review and by the district's assessment results, which are the primary basis for each school improvement plan.

School Excellence Standards

Using the Alaska Standards for Quality Schools, each school has developed a school improvement plan with input from the building staff and site council. This process encourages schools to develop long-range plans of three to five years, describing how schools will look different and how student achievement will increase over time. The results of the plans are traced through site assessments, student assessment results, and community feedback.

Family, School, Business, and Community Network

Parents and community leaders are key parts in the district's strategic planning process. Site councils meet monthly to review the school improvement plan. Most parents have limited volunteer time, but providing childcare has helped most schools involve more parents in the process.

Integrated Use of Technology

Technology programs and training have been a focus of all professional development. More than 80 math and science teachers were trained in a technology workshop this year and supplied with math and science software that coordinates with the district's new math and science curriculums. All teachers in the 13 multi-graded schools received computer disks linking them to the best multi-grade web sites on the Internet, and electronic correspondence has radically decreased the time and difficulty of exchanging information within the district. All our sites are wired for Internet access.

Local Goals in Other Areas

Literacy, especially primary reading instruction, was a focus for the entire educational community during 1997-98. Also important were raising academic standards, increasing graduation requirements, creating a district exit examination, and preparing for a state exit exam. As part of local goals, the district raised its graduation requirements in math and science, and a certified diploma committee met to prepare recommendations for the school board.

Klawock City Schools

Funds expended $22,169

Student Academic Standards and Assessment

Staff development activities on developing benchmarks and assessments were held with consultants at the elementary, middle and high school levels three times during the school year. Results include a high school essay rubric and improved reading instruction and scope and sequence in the elementary and middle school.

Quality Professional Standards and Evaluation

Four consultants were brought to Klawock to work with all our teachers on alignment of our curriculum with state standards in the areas of reading and writing. We had three two-day staff development activities. Results included improved curriculum alignment, improved instructional methods in reading in all areas, and the development of project-based instructional capacity in our high school teachers.

Family, School, Business, and Community Network

Volunteers are now working in elementary and middle school classrooms on a regular basis and doing after school tutoring as well. Work continues with the PTSA to match volunteers with school needs.

Integrated Use of Technology

All teachers were trained on Internet and email use during the school year. Staff completed projects during the training. Multimedia computers and software have been purchased.

Kodiak Schools

Funds expended $49,315

Student Academic Standards and Assessment

We completed review and update of all content area curriculum documents, aligned each with the Content Standards for Alaska Students. Professional development focused on content standards and student assessment and all our teachers and administrators participated.

Quality Professional Standards and Evaluation

Last year, the District Certificated Evaluation Committee redesigned our evaluation guidelines and evaluation document to ensure alignment with the Alaska Standards for Teachers and Administrators. This year, 100% of certified teachers and administrators developed a

personal philosophy of education, set professional goals, and participated in an annual focus conference. Each was evaluated using the new district guidelines.

Family, School, Business, and Community Network

Three local parents who are involved in school leadership participated in Leadership Training for Effective Parent Involvement in Schools, sponsored by the state PTA. As a result of participation in the Alaska School-To-Work Sustainability Summit, a local non-profit group has started to develop strategies appropriate to all students for post-secondary transition. Leadership training for Rural School Advisory Board members and Rural School student leaders was held.

School Excellence Standards

Preliminary discussion occurred on the development of school improvement plans.

Integrated Use of Technology

Nine staff members participated in the Alaska Society for Technology in Education conference. With funds from the Alaska Science and Technology Foundation, each school was wired with a local area network. We participated in the Universal Service Fund Subsidy Program. Direct instructional technology support for classroom teachers was provided.

Continued Planning and Dissemination

Within the guidelines of our Strategic Plan, a Steering Committee, with sub-committees, has been formed to focus on curriculum, student remediation, implementation of High School Graduation Qualifying Examination, and providing staff and community with information and training about assessment and standards.

Kuskokwim School District

Funds expended $35,088

Student Academic Standards and Assessment

Eight language arts teachers, 5 science, 4 social studies, and 5 math teachers worked in content area committees to become very familiar with content and performance standards in their content areas; understand why and how these standards need to be integrated into classroom instruction and assessment; and integrate the standards into course descriptions, outlines, and syllabi so students, teachers, and parents understand the relationships of these elements and the expectations of students. Core content courses for math, science, and language arts are near completion. Social studies and English

language development, a required elective for qualified students, should be completed by fall 1998.

Quality Professional Standards and Evaluation

By fall 1998 we will offer teachers a web-based content reading course through the University of Alaska Southeast in support of the standards, assessment, and evaluation.

Lower Yukon School District

Funds expended $16,500

Student Academic Standards and Assessment

Five additional schools have received full accreditation status from the Northwest Association of Schools and Colleges during the past year. In addition, continued progress was made on improving student performance as identified by the CAT-5 scores. Scores were especially impressive in the grades (4-8) that employed the Formula Three Reading Program.

Quality Professional Standards and Evaluation

Five candidates are continuing their participation in the Rural Educator Preparation Partnership, which allows them to pursue teaching degrees while maintaining important ties to village life.

School Excellence Standards

Currently eight schools have achieved full accreditation. Upgrades were continued in school libraries as part of the accreditation process.

Integrated Use of Technology

All schools now have access to the Internet. Staff training in technology, with an emphasis on effective integration across the curriculum, is ongoing.

Mt. Edgecumbe High School

Funds expended $22,018

Student Academic Standards and Assessment

This is the third year all students grades 9-12 have taken the Alaska Statewide Direct Writing Assessment and the Degrees of Reading Power Assessment. Our math specialists continue to work with the nationally recognized CPM program, which is based on the National Council of Teachers of Mathematics standards and offers assessments (which we use) to measure student progress toward meeting those standards. Our technology curriculum has become entirely standards-

based, with students being assessed thoroughly as they pass through class competencies.

Quality Professional Standards and Evaluation

Staff continued to work with on-staff experts, such as our special education teacher, to design plans of remediation for students who were not meeting content and performance standards as indicated by results of the Direct Writing Assessment, the Degrees of Reading Power, the CAT-5, and the science assessment. Residential staff participated in a number of trainings, including "Understanding Conflict," "Conflict Resolution," "Anger Management," "Building Student Assets," "Helping Students Adjust," and "Working with Student Discipline."

Family, School, Business, and Community Network

We worked with school around the state to admit students who needed the extra academic and personal attention that our boarding school environment offered. We instituted a teacher exchange with Southwest Schools. In addition, staff worked with Alyeska Pipeline to fund school-to-work training opportunities and with the Sitka Education Consortium to provide additional opportunities for our students. We worked with local professionals to provide student learning experiences such as whale research, journalism, and technology training.

Integrated Use of Technology

Our home page is authored and updated by students. In addition Project Sealab made extensive use of technological applications in science, and students posted our school newspaper on our web page.

Nome Public Schools

Funds expended $106,704

Student Academic Standards and Assessment

We have increased collaboration among Nome Public Preschool, the Kawerak Head Start program, the NSHC Infant Learning Program, and Creative Learning Child Care. All programs use developmentally appropriate practices, and teachers are providing a variety of learning activities that are real, concrete and relevant to the lives of the young children.

Quality Professional Standards and Evaluation

Classes in preschool education are available from the University of Alaska Fairbanks Northwest Campus and the Summer Academy. CPR and first aid classes are available for all staff.

Family, School, Business, and Community Network

We work with parents through home visits, classroom activities, parent newsletters, and special presentations for parents and the community.

Northwest Arctic Borough School District

Funds expended $27,813

Student Academic Standards and Assessment

We examined our language arts and math curriculums and aligned them with state standards. The newly aligned curriculums will be implemented at the beginning of the 1998-99 school year.

Quality Professional Standards and Evaluation

Goals 2000 funds enabled us to train two people from each community, and 60 principals and district office program directors as Alaska Onward to Excellence (AOTE) facilitators and community leadership team members. We will use the AOTE process to develop a local improvement plan in the coming year.

Petersburg City Schools

Funds expended $66,643

Student Academic Standards and Assessment

In establishing high education expectations for all students we began a system of portfolio assessment in grades kindergarten through 12, and reviewed our block schedule so students have a larger, more challenging selection of electives. We have eliminated study halls and are offering an in depth algebra/geometry class for students who are not academically oriented. Our instructional improvement program is concentrating primarily on implementation of the standards.

Family, School, Business, and Community Network

This school year we have held numerous public meetings on proposed instructional changes. We have distributed and collected student/teacher compacts. We have accelerated our School-to-Work program to include more job shadowing, and we have developed a JTPA grant that allows a group of students to do community improvement projects. We have begun holding student-run conferences in some middle and high school classes, and we have a weekly radio program called "Library Live."

Integrated Use of Technology

We have developed an integrated class for 11th and 12th graders that combines science, English, and history with the extensive use of technology. The class has been very successful with more kinesthetic learners, and we plan to extend it to students in 9th through 12th grade next year. We are integrating electronic portfolios in grades kindergarten through 12, and are assigning many technology-related projects including multimedia presentations on HyperStudio.

Local Goals in Other Areas

An important district goal is to identify the needs of at-risk students and develop an appropriate program for them. Among other programs, our School-to-Work construction class has built its own classroom/shop and has begun building storage sheds to sell to the community.

Sitka Borough Schools

Funds expended $26,515

Student Academic Standards and Assessment

Students in grades 2 to 12 made gains in the six major content areas measured on the California Achievement Test, though improvement is still needed, especially in spelling and math computation. All teachers have been involved in some way in the process of developing standards and related assessment strategies. A local teacher selected as standards facilitator met with committees of teachers from all grade levels. A draft of standards in reading, writing, and mathematics has been developed and will be presented to parents in brochure format next fall. We now have a good process working through which to address standards in other areas.

Valdez City Schools

Funds expended $88,425

Student Academic Standards and Assessment

In April 1998 the Valdez School Board adopted Alaska Content Standards, and staff inservices were provided to support ongoing efforts toward curriculum alignment with the standards. Technology training was provided for teachers and staff throughout the year.

Family, School, Business, and Community Network

The ongoing services of the Parent Resource Center promoted partnerships with local businesses for innovative programs. These included S.O.S. (a volunteer program with the Coast Guard),

volunteer orientation, and parent workshops targeting parents of "at-risk" children. A monthly newsletter informed all district families of special program activities throughout the school year.

Integrated Use of Technology

The district provided individual, small group, and comprehensive training in technology for teachers and staff members throughout the school year. Teachers learned about integrating technology into classroom practices, and parent workshops on career planning, Internet use, and parenting skills were provided in the technology training lab.

Wrangell City Schools

Funds expended $36,413

Student Academic Standards and Assessment

We have continued to work on refining performance standards at each grade level and subject area. Inservice has been specifically used to align local performance standards to the Alaska Content Standards. Special attention was given to students with reading difficulties in 1st through 5th grades. We are in the process of working toward electronic portfolios where students will have a much greater part in tracking their own performance and achievement of local standards.

Quality Professional Standards and Evaluation

The district has adopted the Alaska State Professional Standards for both teachers and principals. Three teachers held student-led parent conferences this year. Focusing on student performance standards is still a priority for the professional staff. Four staff members received inservice in multimedia, the Internet, email, and web pages, and as follow-up there was a two-day inservice for all staff members.

Family, School, Business, and Community Network

The School-to-Work program helped us build stronger links between businesses and the school. Students did required senior projects that give something back to the community, and a stronger working relationship was developed with the Chamber of Commerce.

Yukon-Koyukuk School District

Funds expended $69,304

Student Academic Standards and Assessment

We have implemented student performance standards for science, approved student performance standards for social studies, and

developed a draft of standards in math. We now have student performance standards in all four core academic areas and plan to develop a set of new student assessment instruments for all four school levels next year.

Quality Professional Standards and Evaluation

This year the district completed two important long-term goals for professional standards and instructional improvement: a certified teacher evaluation document, and the school performance indicators and assessment system.

Integrated Use of Technology

We installed CD ROM towers at each site and trained teachers to use these new resources. By January 1, all district schools were also actively using the World Wide Web to enhance their instructional programs. The district purchased site licenses for immediate instructional connections, and we have put the media catalog and a union catalog of all 11 district libraries on the web.

Yupiit School District

Funds expended $51,842

Student Academic Standards and Assessment

A core curriculum has been developed with indicators, and we have begun integrating the district's cultural curriculum into the core curriculum. With the district's focus on reading, assessment has also focused in this area. The district has adopted an accountability plan to monitor student learning using multiple assessments. This plan is reviewed annually as part of our Onward to Excellence planning process so that all schools focus on the results of student learning. The district has also developed 20 curriculum units using the Ecological, Future, and Global (EFG) curriculum model. These units relate to local cultural themes and are being aligned with the state standards.

Quality Professional Standards and Evaluation

An evaluation handbook for certificated personnel has been developed and adopted. It aligns our evaluation process with the state's professional standards. All teachers participated in a training session on action research and curriculum development.

School Excellence Standards

We have met with representatives from the Indian Reorganization Act (IRA) Councils and local Native corporations. This formal recognition of their participation and increasing role in school improvement

planning is a great benefit to having the school and community work together on our Onward to Excellence plan.

Family, School, Business, and Community Network

Partnerships with Lower Kuskokwim and Chugach School Districts allow our students to participate in leadership training and job experiences not available in our own district. Our School-to-Work program can help us work with the IRA and Native corporation Councils. Through our partnership with the University of Alaska Rural Educator Preparation Partnership we have formally accepted three mentor teachers and two teacher interns, and we have had as many as 22 teacher candidates from the teacher aide staff.

Integrated Use of Technology

We will continue to work toward providing Internet access in our schools. A next step is to complete our curriculum planning system for the Internet. Staff and students will need training.

Other Local Goals

We plan to include subsistence skill training as a basis for our School-to-Work program.

Subgrant Funds Awarded to School Districts

Dollar figures in the preceding school district narratives show the amount of federal Goals 2000 funds each district *expended* during this fiscal year. Dollar amounts in the following chart show the amount of funds each participating school district was *awarded* this year. Since school districts may spend Goals 2000 grant funds over a period of two years, only the amount of funds *awarded* to districts will add up to the total dollars allocated for subgrants to school districts this year.

FY 98 SCHOOL DISTRICT	FUNDS AWARDED
Alaska Gateway Contact: Mark G. Moren	$50,000
Alyeska Central School Contact: Michael Opp	$59,419
Copper River Contact: Carol Doyle	$51,090
Cordova Contact: LeRoy Key	$75,000
Galena Contact: Carl Knudsen	$22,365
Fairbanks North Star Borough Contact: Doug Crevensten	$75,000
Hydaburg Contact: Norman Eck	$58,600
Iditarod Area School District Contact: Gerald Langton	$53,069
Kashunamiut Contact: Jerry Wanser	$33,600
Lower Yukon Contact: Richard Tardiff	$34,000
Mt. Edgecumbe High School Contact: Bruce Johnson/Hal Spackman	$65,300
Nome Contact: LaVerne Smith	$46,885
Petersburg Contact: Carrie Enge	$53,695
Sitka Contact: Jan Roan	$74,988
Wrangell Contact: Woody Wilson	$75,000
Yupiit Contact: John Weise	$66,465

Alaska Goals 2000 Planning Panel, 1997-98

Barbara Angaiak, Kilbuck School, Bethel
Louise Ashmun, Matanuska-Susitna School District, Wasilla
Mary Bristol, Anchorage School District, Anchorage
Mardene Collins, Colony Middle School, Palmer
Delissa Culpepper, Community Health Education, Anchorage
Bettye Davis, Alaska State Legislature, Anchorage
Leland Dishman, North Slope Borough Schools, Barrow
Tom Gallager, BP Exploration, Anchorage
Harry Gamble, Alaska Department of Education, Juneau
Janice Gullickson, Anchorage School District, Anchorage
Abbe Hensley, Alaska State Board of Education, Anchorage
Shirley Holloway, Alaska Department of Education, Juneau
Carole Huntington, Association of Alaska School Boards, Galena
Jacqueline Imle, Sears Elementary School, Kenai
Bruce Johnson, Mt. Edgecumbe High School, Sitka
Stowell Johnstone, Alaska State Board of Education, Anchorage
Marshall Lind, University of Alaska Southeast, Juneau
Jody Marcello, Blatchley Middle School, Sitka
Terry McDermott, Alaska Parent Teacher Association, Anchorage
Nancy Norman, Finger Lake Elementary School, Palmer
Karen Perdue, Alaska Department of Health and Social Services, Juneau
Nita Reardon, Lower Kuskokwim School District, Bethel
David Rees, Alyeska Pipeline Service, Eagle River
Kathy Roberts, Kodiak Island School District, Kodiak
Carl Rose, Association of Alaska School Boards, Juneau
Sally Saddler, Alaska Department of Education, Juneau
Ell Sorenson, Wrangell City Schools, Wrangell
Mark Standley, Apple Computer, Inc., Eagle River
Sandy Stephens, Anchorage School District, Anchorage
Fred Stofflet, Anchorage School District, Anchorage
Barbara Thompson, Alaska Department of Education, Juneau
Betty Walters, Kodiak Island School District, Kodiak
Sue Wilken, Fairbanks Board of Education, Fairbanks